ACT ENGLISH CCR STANDARDS

Table 1. ACT English College and Career Readiness Standards for Score Ranges 13–15	Is this covered in my curriculum?
Delete material because it is obviously irrelevant in terms of the topic of the essay	
Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., *then*, *this time*)	
Revise vague, clumsy, and confusing writing that creates obvious logic problems	
Determine the need for punctuation or conjunctions to join simple clauses	
Recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences	
Form the past tense and past participle of irregular but commonly used verbs	
Form comparative and superlative adjectives	
Delete commas that create basic sense problems (e.g., between verb and direct object)	

Table 2. ACT English College and Career Readiness Standards for Score Ranges 16–19	Is this covered in my curriculum?
Delete material because it is obviously irrelevant in terms of the focus of the essay	
Identify the purpose of a word or phrase when the purpose is simple (e.g., identifying a person, defining a basic term, using common descriptive adjectives)	
Determine whether a simple essay has met a straightforward goal	

Determine the most logical place for a sentence in a paragraph	
Provide a simple conclusion to a paragraph or essay (e.g., expressing one of the essay's main ideas)	
Delete obviously redundant and wordy material	
Revise expressions that deviate markedly from the style and tone of the essay	
Determine the need for punctuation or conjunctions to correct awkward-sounding fragments and fused sentences as well as obviously faulty subordination and coordination of clauses	
Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered	
Determine whether an adjective form or an adverb form is called for in a given situation	
Ensure straightforward subject-verb agreement	
Ensure straightforward pronoun-antecedent agreement	
Use idiomatically appropriate prepositions in simple contexts	
Use the appropriate word in frequently confused pairs (e.g., *there* and *their*, *past* and *passed*, *led* and *lead*)	
Delete commas that markedly disturb sentence flow (e.g., between modifier and modified element)	
Use appropriate punctuation in straightforward situations (e.g., simple items in a series)	

Table 3. ACT English College and Career Readiness Standards for Score Ranges 20–23	Is this covered in my curriculum?
Determine relevance of material in terms of the focus of the essay	
Identify the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples)	
Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude)	
Determine the need for transition words or phrases to establish straightforward logical relationships (e.g., *first*, *afterward*, *in response*)	
Determine the most logical place for a sentence in a straightforward essay	
Provide an introduction to a straightforward paragraph	
Provide a straightforward conclusion to a paragraph or essay (e.g., summarizing an essay's main idea or ideas)	
Rearrange the sentences in a straightforward paragraph for the sake of logic	
Delete redundant and wordy material when the problem is contained within a single phrase (e.g., "alarmingly startled," "started by reaching the point of beginning")	
Revise expressions that deviate from the style and tone of the essay	
Determine the need for conjunctions to create straightforward logical links between clauses	
Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is relatively common	

Recognize and correct marked disturbances in sentence structure (e.g., faulty placement of adjectives, participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers, lack of parallelism within a simple series of verbs)	
Use the correct comparative or superlative adjective or adverb form depending on context (e.g., "He is the oldest of my three brothers")	
Ensure subject-verb agreement when there is some text between the subject and verb	
Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., *long for*, *appeal to*)	
Recognize and correct expressions that deviate from idiomatic English	
Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)	
Delete apostrophes used incorrectly to form plural nouns	
Use commas to avoid obvious ambiguity (e.g., to set off a long introductory element from the rest of the sentence when a misreading is possible)	
Use commas to set off simple parenthetical elements	

Table 4. ACT English College and Career Readiness Standards for Score Ranges 24–27	Is this covered in my curriculum?
Determine relevance of material in terms of the focus of the paragraph	
Identify the purpose of a word, phrase, or sentence when the purpose is fairly straightforward (e.g., identifying traits, giving reasons, explaining motivations)	

Determine whether an essay has met a specified goal	
Use a word, phrase, or sentence to accomplish a fairly straightforward purpose (e.g., sharpening an essay's focus, illustrating a given statement)	
Determine the need for transition words or phrases to establish subtle logical relationships within and between sentences (e.g., *therefore*, *however*, *in addition*)	
Provide a fairly straightforward introduction or conclusion to or transition within a paragraph or essay (e.g., supporting or emphasizing an essay's main idea)	
Rearrange the sentences in a fairly straightforward paragraph for the sake of logic	
Determine the best place to divide a paragraph to meet a particular rhetorical goal	
Rearrange the paragraphs in an essay for the sake of logic	
Revise vague, clumsy, and confusing writing	
Delete redundant and wordy material when the meaning of the entire sentence must be considered	
Revise expressions that deviate in subtle ways from the style and tone of the essay	
Determine the need for conjunctions to create logical links between clauses	
Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is uncommon	
Recognize and correct disturbances in sentence structure (e.g., faulty placement of phrases, faulty coordination and subordination of clauses, lack of parallelism within a simple series of phrases)	

Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence	
Form simple and compound verb tenses, both regular and irregular, including forming verbs by using *have* rather than *of* (e.g., *would have gone*, not *would of gone*)	
Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences	
Recognize and correct vague and ambiguous pronouns	
Delete commas in long or involved sentences when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between the elements of a compound subject or compound verb joined by *and*)	
Recognize and correct inappropriate uses of colons and semicolons	
Use punctuation to set off complex parenthetical elements	
Use apostrophes to form simple possessive nouns	

Table 5. ACT English College and Career Readiness Standards for Score Ranges 28–32	Is this covered in my curriculum?
Determine relevance when considering material that is plausible but potentially irrelevant at a given point in the essay	
Identify the purpose of a word, phrase, or sentence when the purpose is subtle (e.g., supporting a later point, establishing tone) or when the best decision is to delete the text in question	

Use a word, phrase, or sentence to accomplish a subtle purpose (e.g., adding emphasis or supporting detail, expressing meaning through connotation)	
Determine the need for transition words or phrases to establish subtle logical relationships within and between paragraphs	
Determine the most logical place for a sentence in a fairly complex essay	
Provide a subtle introduction or conclusion to or transition within a paragraph or essay (e.g., echoing an essay's theme or restating the main argument)	
Rearrange the sentences in a fairly complex paragraph for the sake of logic and coherence	
Revise vague, clumsy, and confusing writing involving sophisticated language	
Delete redundant and wordy material that involves fairly sophisticated language (e.g., "the outlook of an aesthetic viewpoint") or that sounds acceptable as conversational English	
Determine the need for conjunctions to create subtle logical links between clauses	
Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is fairly sophisticated	
Recognize and correct subtle disturbances in sentence structure (e.g., danglers where the intended meaning is clear but the sentence is ungrammatical, faulty subordination and coordination of clauses in long or involved sentences)	
Maintain consistent and logical verb tense and voice and pronoun person on the basis of the paragraph or essay as a whole	
Ensure subject-verb agreement in some challenging situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)	

Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom*	
Use the appropriate word in less-common confused pairs (e.g., *allude* and *elude*)	
Use commas to avoid ambiguity when the syntax or language is sophisticated (e.g., to set off a complex series of items)	
Use punctuation to set off a nonessential/nonrestrictive appositive or clause	
Use apostrophes to form possessives, including irregular plural nouns	
Use a semicolon to link closely related independent clauses	

Table 6. ACT English College and Career Readiness Standards for Score Ranges 33–36	Is this covered in my curriculum?
Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader's need for background information) or requires a thorough understanding of the paragraph and essay	
Determine whether a complex essay has met a specified goal	
Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay	
Determine the need for transition words or phrases, basing decisions on a thorough understanding of the paragraph and essay	

Provide a sophisticated introduction or conclusion to or transition within a paragraph or essay, basing decisions on a thorough understanding of the paragraph and essay (e.g., linking the conclusion to one of the essay's main images)	
Delete redundant and wordy material that involves sophisticated language or complex concepts or where the material is redundant in terms of the paragraph or essay as a whole	
Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is sophisticated	
Recognize and correct very subtle disturbances in sentence structure (e.g., weak conjunctions between independent clauses, run-ons that would be acceptable in conversational English, lack of parallelism within a complex series of phrases or clauses)	
Ensure subject-verb agreement when a phrase or clause between the subject and verb suggests a different number for the verb	
Use idiomatically and contextually appropriate prepositions in combination with verbs in situations involving sophisticated language or complex concepts	
Delete punctuation around essential/restrictive appositives or clauses	
Use a colon to introduce an example or an elaboration	